

SECURE RURAL SCHOOLS AND COMMUNITY SELF-DETERMINATION ACT OF 2000
PUBLIC LAW 106-393
TITLE II PROJECT SUBMISSION FORM
USDA FOREST SERVICE

Name of Resource Advisory Committee:
Project Number (Assigned by Designated Federal Official):
Funding Fiscal Year(s):

2. Project Name: Hands on the Land Summer Science	3a. State: CA 3b. County(s): Fresno
4. Project Submitted By: Tracy Rowland, BLM	5. Date: 11-18-09
6. Contact Phone Number: 559-284-5610	7. Contact E-mail: trowland@ca.blm.gov

8. Project Location: San Joaquin River Gorge & Sierra NF	
a. National Forest(s): Sierra	b. Forest Service District: High Sierra
c. Location (Township-Range-Section) will vary with project location	

9. Project Goals and Objectives: Provide local youth with a hands-on, “real-world” work experience. Youth will also participate in natural and cultural resource educational programs designed to increase awareness of resource issues, introduce youth to careers in these fields, improve community relationships with local federal agencies, and foster a stewardship ethic. Resource goals include improving maintenance of existing infrastructure, reduce erosion from unauthorized “side trails”, provide new recreational opportunities and improved access to federal lands and waters such as the San Joaquin River, Shaver Lake and other natural features.

10. Project Description:

a. Brief: Provide summer employment to local youth and accomplish resource goals that would not be done without the help of this crew.

b. Detailed: The BLM has had a Cooperative Agreement with Sierra Unified School District to design and provide hands-on, interactive educational programs that focus on local natural and cultural resources, habitats and environments for over five years. In 20089, the Summer Science Program was initiated to provide a work experience for local youth and to offer an opportunity for them to put into practice some of the concepts they learned through these educational programs. The program recruits middle school students who work as volunteers for the duration of the program, and high school students who are paid minimum wage for time worked. The educational programs these students participate in are age-appropriate and meet grade-level standards. Students and crew leaders are employees of SUSD, and SUSD provides crew supervision and the vans and busses for transportation to the work sites. Federal agencies provide project supervision and tools, and are responsible for project planning (NEPA) and design.

By working on various projects such as trail construction and maintenance, recreation site maintenance, weed eradication, streambed restoration and wildlife habitat improvement projects,

students learn by doing and reap the rewards of improving their own local community. BLM has benefitted by accomplishing work that the agency did not have staff to do.

Students participating in this program have become more aware of the challenges faced by the federal land managing agencies, the complexities of local ecosystems, and a stewardship ethic emerges as a result of the time and effort they put into these projects. One thirteen year old volunteer stated “I have hiked trails all my life and never thought about what it took to make and maintain them. I guess I took them for granted, but now I know how much effort it takes!”

Changes in attitudes and creating a stewardship ethic among our youth will likely result in less vandalism to public lands over time. Programs like these where youth have a positive work experience may also result in increased volunteerism as adults.

This program has been highly successful and there is a waiting list for students wanting to participate. In 2008 the program began as a pilot program with 19 students. In 2009, 60 students and 9 crew leaders participated. Students who participate in the program and have a good performance rating have the opportunity to return the following year as Squad Boss. This gives the students a chance to learn skills in supervision and leadership. Squad Bosses assist the crew leaders in supervising crew members and directing the work in small groups. Students who participated as Squad Boss have gained confidence, learned new skills and as one participant stated “ I have a whole new appreciation for what it takes to supervise a crew”. These experiences help these youth on the path to becoming mature, productive members of society.

11. Types of Lands Involved?

State/Private/Other lands involved? x ☐ Yes ☐ No

Land Status: Federal

If Yes, specify: Southern California Edison Forest Lands adjacent and interspersed with Sierra NF lands at Shaver Lake.

12. How does the proposed project meet purposes of the Legislation? (Check at least 1)

X ☐ Improves maintenance of existing infrastructure.

X ☐ Implements stewardship objectives that enhance forest ecosystems.

X ☐ Restores and improves land health.

X ☐ Restores water quality

13. Project Type

a. Check all that apply: (check at least 1)

☐ Road Maintenance

X ☐ Trail Maintenance

☐ Road Decommission/Obliteration

X ☐ Trail Obliteration

☐ Other Infrastructure Maintenance (specify):

X <input type="checkbox"/> Soil Productivity Improvement	<input type="checkbox"/> Forest Health Improvement
X <input type="checkbox"/> Watershed Restoration & Maintenance	X <input type="checkbox"/> Wildlife Habitat Restoration
<input type="checkbox"/> Fish Habitat Restoration	<input type="checkbox"/> Control of Noxious Weeds
X <input type="checkbox"/> Reestablish Native Species	<input type="checkbox"/> Fuels Management/Fire Prevention
X <input type="checkbox"/> Community Economic Benefit	X <input type="checkbox"/> Other Project Type (specify):
b. Primary Purpose (select only 1): Trail Maintenance	

14. Identify What the Project Will Accomplish
Miles of road maintained:
Miles of road decommissioned/obliterated:
Number of structures maintained/improved: Glen Meadow USFS station maintenance
Acres of soil productivity improved:
Miles of stream/river restored/improved: 5 miles stream restored, 18 acres meadow restoration
Miles of fish habitat restored/improved:
Acres of native species reestablished:
Miles of trail maintained: 1 mile new trail, 6 miles trail mtce.
Miles of trial obliterated:
Acres of forest health improved (including fuels reduction): Develop 2 acres of fire-resistant timber
Acres of rangeland improved:
Acres of wildlife habitat restored/improved: 1.5 acres
Acres of noxious weeds controlled:
Timber volume generated:
Number of jobs generated: 19
People reached (for environmental education projects/fire prevention): 100
Direct economic activity benefit:
Other:

15. Estimated Project Start Date: June 14, 2010 (Coordinator will start pre-planning in April, 2010 on part-time basis)	16. Estimated Project Completion Date: July 16, 2010
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17. How will cooperative relationships among people that use federal lands be improved? List known partnerships or collaborative opportunities. Partners include: Sierra Unified School District, Sierra National Forest, Southern California Edison Company, Bureau of Reclamation, California State Parks, High Sierra Volunteer Trail Crew. This project improves resource conditions,

maintains existing infrastructure, and provides new recreational opportunities by creating new trails to access public lands and waterways such as Shaver Lake and the San Joaquin River.

18. How is this project in the best interest of the community? Identify benefits to communities.

This program provides a means to accomplish resource projects that would not be accomplished by the agencies alone, due to lack of staff. The public benefits from improvements in maintenance of existing infrastructure (rec sites, trails, etc.), and from new recreational opportunity from construction of new trails, as well as maintenance of existing trails.

This project provides summer employment for 15 youth ages 14-18, and approximately 4 adults, thereby providing some economic benefit to local communities. Project increases community awareness of local federal agencies and creates personal connection by linking participants and their families to federal lands and local private forest lands through participation in this program. The local community is aware of this program and students are eager to participate.

The program provides educational and enrichment opportunities so that participants can learn new skills and grow in confidence and maturity. Students participate in environmental education programs to gain understanding of local environments and natural resource issues. Students are enrolled in SUSD summer school program. High school students earn class credit for participating.

19. How does the project benefit federal lands/resources? Project obliterates user-defined trails that have eroded, improves soil productivity by reducing erosion, improves maintenance of existing trails, creates new trails, maintains recreation sites, improves wildlife habitat, restores streams and meadows.

20. What is the Proposed Method(s) of Accomplishment? (check at least 1)

<input type="checkbox"/> Contract	<input type="checkbox"/> Federal Workforce
<input type="checkbox"/> County Workforce	X <input type="checkbox"/> Volunteers
<input type="checkbox"/> Grant	X <input type="checkbox"/> Agreement
<input type="checkbox"/> Americorps	<input type="checkbox"/> CCC Crews
<input type="checkbox"/> Other (specify):	

21. Will the Project Generate Merchantable Materials? ☐ Yes X☐ No

22. Anticipated Project Costs

a. Title II Funds Requested: \$41,148

b. Is this a multi-year funding request? ☐ Yes X☐ No

23. Identify Source(s) of Other Funding: BLM funds (agency-appropriated dollars), SUSD and other partner contributions (non-monetary contributions, "in-kind", labor, supplies, materials, equipment)

24. Monitoring Plan (provide as attachment) See Attachment

- Provide a plan that describes your process for tracking and explaining the effects of this project on your environmental and community goals outlined above.
- Identify who will conduct the monitoring:

- c. Identify total funding needed to carry out specified monitoring tasks (Worksheet 1, Item k):

25. Identify remedies for failure to comply with the terms of the agreement.

If project cannot be completed under the terms of this agreement:

- ☐ Unused funds will be returned to the RAC account.
☐ Other, please explain:

Project Recommended By:

/s/ (INSERT Signature)

Chairperson

Resource Advisory Committee

Project Approved By:

/s/ (INSERT Signature)

Forest Supervisor

National Forest

Project Cost Analysis Worksheet

Worksheet 1

Please submit this worksheet with your proposal

Item	Column A Fed. Agency Appropriated Contribution	Column B Requested Title II Contribution	Column C Other Contributions Non-monetary, “In-Kind”	Column D Total Available Funds
a. Field Work & Site Surveys	\$1,000		\$1,000-SCE project planning	(\$2,000 in – kind)
b. NEPA/CEQA	\$500 (CX)			\$500-“in-kind”
c. ESA Consultation	n/a			
d. Permit Acquisition	n/a			
e. Project Design & Engineering	\$500		\$1,500-SCE	\$2,000 in-kind
f. Contract/Grant Preparation	\$0 (existing Cooperative Agreement)			
g. Contract/Grant Administration	\$500		(\$1,000- SUSD)	\$1,500-in-kind
h. Contract/Grant Cost				
i. Salaries	\$1,000 (USFS Staff)	\$7800 Coordinator; \$16,848 for 3 adult crew leaders; \$15,000 for 15 kids,;	\$12,000-SCE	\$39,648 in Title II, \$13,000 “in- kind”
j. Materials & Supplies	\$500 (USFS) \$8500 (BLM tools)	0	(\$2,100-SCE; \$500-SUSD)	\$11,600 “in- kind”
k. Monitoring	\$800		(\$500-SUSD, \$580-SCE)	\$1880 “in- kind”
l. Other	Equipment &vehicle use: \$1,000	transportation: bus, 2 vans: \$1500 for mileage	(Classroom & other school facilities: \$10,000)	\$12,500 “in- kind”; \$1500 in Title II funds
m. Project Sub-Total	\$14,300	\$41,148	\$	\$86,128
n. Indirect Costs	0			
o. Total Cost Estimate	\$14,300	\$41,148	(\$29,180 “in- kind”)	\$86,128

NOTES:

- a. Pre-NEPA Costs
- g. Includes Contracting/Grant Officer Representative (COR) costs. Excludes Contracting/Grant Officer costs.
- i. Cost of implementing project
- l. Examples include overhead charges from other partners, vehicles, equipment rentals, travel, etc.
- n. Contracting/Grant Officer costs, if needed, are included as part of Indirect Costs.

BLM Hands on the Land Summer Science Program
ATTACHMENT:
MONITORING PLAN

The success of this project will be monitored by USFS, SCE and SUSD Staff at no additional cost.

ITEMS TO BE MONITORED:

Number of Days Students Participate (SUSD staff will keep daily records)

Individual Performance Evaluations of Each Participant (these can be used as a job reference later) and collection of participant feedback on their program experience. (SUSD staff will complete evaluations for each participant and include Agency feedback on individual performance)

Number of Students returning to the program each year. (SUSD staff will keep records)

Communication with local community, Agency Sponsors, Partners and collection of observations and feedback on the program and projects completed. (Informal and formal communication through Agency and SUSD channels).

“CELEBRATION OF SUCCESS” at end of program. Students are recognized for their efforts and rewarded with certificates, gifts and awards. Parents, Agency sponsors, School Board Trustees and other invited guests tour some of the projects completed during the program and all are treated to a barbeque after the awards ceremony.

MONITORING OF PROJECT EFFECTIVENESS

Monitoring of project effectiveness will be done by sponsoring agency staff. Agencies will provide daily direction to crews and adapt and correct efforts as needed to fit each situation. Projects will be revisited periodically to evaluate success and ensure projects have not been damaged by weather, etc..